

Peer Education Overview
CalFresh Webinar
Question and Answer Session
January 30, 2013

Q: Where can we obtain the lesson plans as mentioned earlier in the PowerPoint?

A: Nestor sent out a PDF of the lesson plans by email. If you did not receive the lesson plans, please contact him at nestor.martinez@cdph.ca.gov.

Q: How many hours did you need to train and mentor the volunteers?

A: We had a one-day training, where we modeled all three lessons. We also did follow up visits. It was important to have a lead staff person available who could do additional training for the peer educators. In Alameda County, they used a PowerPoint presentation as part of peer educator training. We decided to keep things low-tech and just use the lesson plans. One of the reasons for this decision was that the activities are very interactive, as opposed to just sitting and watching a presentation as we are doing today.

Q: What are your experiences working with peer educators in the school setting? Are their difficulties?

A: In a previous project, we trained parents and schools. The program is called "Parents In Action" and had quite a bit of success in getting parents engaged. For this project, counties worked with different groups: Alameda worked with Champion Moms, Fresno worked with promotoras; and Tulare worked with food bank participants.

Q: For the 4th lesson, is it for makeup sessions? Can the make-up lessons be interactive if aligned to a website portal to track participants?

A: If you feel you need to extend the three lessons to four, you are welcome to do so. Each class lasts from 90 minutes to 2 hours and stretching one of the lessons into two sessions can be beneficial. Using this as a make-up lesson is perfectly fine and if you can connect to a web-based portal that is a great idea as well.

Q: Are there Spanish versions of the lesson plans?

A: Yes. We are in the process of finalizing the Spanish lesson plans and should be ready by March 2013. We are also adapting (linguistically and culturally) the lesson plans to African Americans, Native Americans, and Hmong. These will need to be field tested and will not be ready until December 2013.

Q: What is the required length of these classes?

A: There are no requirements. Most classes run about 90 minutes, but may run less. It depends on how much discussion happens in the classes. So, if you have an active class with a lot of dialog, it will take longer. We leave that flexibility to you.

Q: Were they all volunteers? Did you provide any reimbursement?

A: For our project, the peer educators were not volunteers. We made it a requirement in the RFA that the organization have a mechanism to pay their peer educators. This was accomplished in different ways, but they were paid and reimbursed for travel expenses. Network funded projects must have this in your budget justification and must pay an hourly rate for services. If this was not in your current FY budget, you need to build that into your budget at the next opportunity. It is strongly encouraged to pay the peers because they are taking time from work and their (low-income) families. Ensure that a mechanism for paying the educators is available. Working with partners that already have the system in place to pay the peers is a benefit.

Q: Please estimate the hours it takes to recruit peers. This will guide in recruiting peers in the region, based on availability and interest.

A: The time spent is variable, depending on the organizations you work with. In some cases, you may have to subcontract with an organization that already uses peer educators. We do have research that tells us that having a peer group is effective, but does take time to maintain. So, having a partner that already has a peer group and can maintain that group is beneficial.

Q: Can Toolbox lessons that are usually used for the Latino and African American low-income audiences count for this objective/Peer to Peer?

A: Yes it can, or it can be added on. We definitely encourage you to use our resources mentioned in the webinar, including the Toolbox. The numbers can be used for the nutrition education numbers and for your training session. The three lessons do include the CalFresh connection to outreach and the CalFresh promotional piece. We encourage you to speak with your Program Manager if that is the direction you are planning to take.

Q: When is the in-person training scheduled in March?

A: The goal is to start the in-person trainings as early as March. We will be reviewing the survey responses to see who is ready to start training, as well as finding local health departments that are willing to host the training.

Q: Are the lessons available in Spanish? I only have the 118-page English version.

A: The Spanish materials are at the graphic designer currently. If you need them now or by February, please contact Nestor Martinez at nestor.martinez@cdph.ca.gov and he can send you a version for you to use until the finalized version is published. The final lay-out Spanish version of the lesson plans will be complete by the end of February or March. Please connect with your Program Manager if you are concerned about meeting your timeline. For the first year, the grantees took 2-3 months to complete the sessions and the second year, they took 4-5 months to complete the sessions.

Q: Will you email us the slides?

A: All the Local Health Department webinars and associated documents will be available for download early in February.

Q: Do you have the pre- and post-tests available in Spanish and English to share with us if we wish to do an evaluation in the future?

A: The pre- and post-tests are available in the lesson plans. Please connect with Nestor Martinez if you need assistance analyzing your data or to share the test results. There is not a requirement to use these tools, but it is highly recommended. These tools were field tested and are ready to use.

Q: Generally, where did the peer educators hold the classes?

A: We hold the classes in public facilities, such as libraries, schools, and community centers throughout the county. In some cases they used food pantries. Just remember that settings must be located in a qualifying census tract or in an approved proxy site. If you have specific questions, please connect with your Program Manager.

Q: Where will the training be held? Is it in person and offered in Spanish? Who is expected to attend the training? The lead contact person or a group of some promotoras?

A: The trainings are intended for the lead staff person responsible for Objective 10, as well as two or three teammates. This will be a train the trainer model. We will probably hold the trainings at the Local Health Department location or where the normal regional meetings are located. The goal is to minimize travel.

Q: For evaluation, would it be appropriate to use the Network-approved adult survey - Food Behavior Check List?

A: There are specific surveys already developed to measure these lessons. If you wish to use a different survey or combine the surveys, please discuss the changes with our Research and Evaluation specialist you are working with and your Program Manager.

Q: Regarding paying or incentivizing peer educators, if not paying them as a FTE, could you pay for their gas with stipends?

A: With SnapEd funds, you cannot pay stipends. You must pay actual costs. To build this into your budget, list community health workers or promotoras. Give an estimate of hours they are going to work and at a reasonable hourly rate, which ranging between \$10 to \$15 depending where you live. Remember that you need a mechanism to pay these folks. This requires research on your part. We cannot call them stipends or give them gift cards. If this is not in your budget, please connect with your Contract Manager (CM) to get this added as an amendment at the next opportunity.

Q: Just to be clear, we can either use these lessons and/or Toolbox lessons to fulfill the requirements set forth in Objective 10. Is this correct?

A: Objective 10 was specifically set up for the lessons. If you have a desire to use something else, please contact your Program Manager. Part of the discussion will be how to incorporate the CalFresh elements into the lesson.

Q: What is the content of the in-person training?

A: Basically we will be modeling the lessons. We will practice the training, go through each activity, and clarify if there are any questions. It usually takes about six hours. These plans are presented at a very simple level. For a Nationalist or Health Educators, you should be able to just pick it up and teach the class. Possibly, the CalFresh elements would be the only thing that might be new to you. The focus is to train you to facilitate dialog so that you are not lecturing as much as discussing the key lessons.

Q: If we were to recruit current Champion Moms to become peer educators for this project- how many hours of commitment (time away from work/family) should I disclose as an estimate?

A: This number varies depending on your reach number and how many peer educators you are planning on recruiting. There is no set amount of time, but it is a commitment. An example is that in Year 1, Alameda County had 10 peer communicators and Tulare County had 2. Alameda County only had one training to meet their numbers, while Tulare County had several trainings. Nestor would be happy to brainstorm with you regarding the time commitment estimate for your program.

Q: How do we document these classes to complete objective 10?

A: Objective 10, Activity 4 is the place to record in EARS. If you also want these numbers to count toward your overall Nutrition Education numbers, you would say secondary objective: Objective 6.

Q: Is this the right web site for Spanish materials?

<http://www.californiaprojectlean.org/doc.asp?id=203&parentid=20>

A: No. Please contact Nestor Martinez at nestor.martnez@cdph.ca.gov.

Q: It seems like the peer-peer objective is not intended for high school students? Is a peer-educator model with students discouraged?

A: This particular objective is not for high school students, as the goal is participation in CalFresh. In most cases, the students would not be able to apply, their parents would. Or, if they were 18 year old, it would still depend on if they live by themselves or with their family. We do have a Youth Engagement Objective (Objective 13) which is specifically designed for that age group.

Q: Did any of the pilot programs provide mechanisms to maintain the interest and commitment of the 100 peers reached by the peer educators? How did you entice the participants to attend the series of classes?

A: The magic of the Peer Educators is that they know their communities really well. They gain respect from their peers and find ways to motivate them to return. Peer Educators usually start by reaching out to family members and school parents. There are other Objectives that peers can assist. They can help you get in touch with people, including Community Engagement forums, events, and may be champions to help you with your ongoing environmental and system changes. Look at your scope of work globally, and see where the peers can help. Peer leaders give you access to those hard to reach places in the community.

Q: I am still not clear, do you want the promotoras present at the March training? If yes then the training needs to be in Spanish for San Bernardino County.

A: Nestor Martinez will be surveying each County's needs. The goal is to present the training in English, as Nestor is the only Spanish speaking trainer. It is not necessary to train all of the Peer Educators, and only a group of three or four will be trained from each team. Hopefully, some of them will be bilingual. They will, in turn, train the other Peer Educators in either English or Spanish.

Q: So we don't have to have them collect data cards for ATF?

A: Yes, you absolutely have to collect the AFT cards. Anytime you do a direct education of over 15 minutes, you must collect data cards. As you know that for multiples, there is a different way to collect them for the remaining classes.

Q: What data collection forms do you use for the multiple sessions?

A: You use the same data card for multiple sessions. There is a box that can be checked if you have previously attended. If you are not clear, please contact your Program Manager. Alexis Narodovich and Evan Talmage are our experts in EARS. They can be reached as follows:

Alexis Narodovich:	(916) 650-6905	alexis.narodovich@cdph.ca.gov
Evan Talmage:	(916) 449-5407	evan.talmage@cdph.ca.gov

Q: Other than the upcoming training(s), is a training video available?

A: No. We can certainly explore videotaping a training if needed.

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